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AUTHOR Danielson, Gloria
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ABSTRACT

A survey of Adult Basic Education (ABE) students attending class at seventeen learning centers in St. Louis, Missouri, was done to determine if the ABE teaching staff were meeting the felt needs (objectives) of the students. In general, it was found that the program staff has been successful in identifying and meeting the needs of the individual students. Overall, the twenty-one objectives listed in the survey form were all marked important by the students and no new ones were indicated. However, some needs are not receiving the priority indicated by the students, while others are being given more emphasis than necessary. Although understanding the metric system and practicing its use were ranked first and second, respectively, only twenty-five percent of the students are receiving metric education. Career information was listed next after the metrics and basic skills, but only fifteen percent of the students are receiving this information. Letter writing was considered important but given more emphasis than necessary. Consumer rights and responsibilities were ranked midway in the list of priorities but receive no attention. (This report concludes with twenty-two recommendations. The appendix includes the educational objectives for the Missouri Basic Essential Skills Test [BEST] and the survey form.) (EM)

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A STUDY

TO DETERMINE THE NEEDS

PERCEIVED BY ST. LOUIS ADULT BASIC EDUCATION STUDENTS

Gloria Danielson
January 1978

CE016522

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHAPTER I

INTRODUCTION

Statement of the Problem: Unless we, adult educators, meet the needs as perceived by the students, we cannot have a successful Adult Basic Education (ABE) program. The finest administrators, teachers, and materials will produce failure if the program is not geared toward the objectives of the students. We must take the students from where they are to where they want to be. Our first step, then, must be to assess the needs.

Purpose of the Study: The purpose of this study is to determine if the St. Louis ABE teaching staff is working toward the objectives of the students in using the Missouri Basic Essential Skills Test (BEST) objectives, metrics, resource information, and interpersonal skills to guide their program.

Professionals in adult education programs have attempted to provide programs aimed at filling needs and desires of people in local communities. Because of the amount and rapidity of change in life today, we must be aware of present needs as perceived by the adult learners. Students will not attend classes because educators say it is good for them. They must feel the need. Regular assessments of need must be made.

Research Questions: This study is designed to answer the following questions:

1. Are the objectives listed in the survey (Appendix B) considered by the students to be their needs?
2. Are the objectives already being met in the St. Louis ABE program?
3. Which needs should receive priority?

This information should provide teachers and administrators with feedback to prove they are on the right track or show where changes would serve to improve the program. If we build a program around objectives important in their everyday lives, we will provide an important source of helpful information which will attract and retain students.

These results should reflect general characteristics and needs of any large metropolitan area similar to St. Louis. Results may also be helpful to determine needs of a particular group within the sample. For instance, a program for teens, senior citizens, welfare mothers, etc. can make use of the results for each particular group's needs.

CHAPTER II

THEORETICAL FRAMEWORK

From the quarterly journal "Adult Education" two research projects were relevant.

"Self-Perceived Educational Needs of Adults" by Ralph C. Dobbs, University of Missouri, Winter, 1966. In this study most adults felt the need to continue education but the majority of the people considered educational needs secondary to economic needs. This would agree with Abraham Maslow's Hierarchy of Needs and with St. Louis ABE objectives. A recommendation as a result of the study is that more consideration should be given to expressed needs of adults. Writings of Malcolm Knowles and Paul Bergevin support this statement.

"Information Source and Need Hierarchies of an Adult Population in Five Michigan Counties," by Rieger and Anderson, Spring, 1968. Adult subjects were asked to identify topics of importance in their everyday lives about which they found it difficult to find information and present sources of information concerning these topics. Adult education programs were significant sources in few topic areas and only for certain groups. This implies the need for program development around topics of practical and educational interest.

From the Educational Resource Information Center three studies related to assessment of needs. Of particular interest were the categories used.

"A Needs Assessment of ABE Students at Lewis and Clark Community College." June, 1976. The Lewis and Clark survey included the following general categories: occupational job

opportunities, financial, family, health, legal, educational, interpersonal, and psychological. The latter went into self-esteem and values.

"The Adult Performance Level (APL) Program, A Serious and Deliberate Examination." November 1976. The APL Study used the following categories:

1. General Occupational Knowledge
2. Health
3. Consumer Economics
4. Transportation
5. Problem Solving Ability
6. Communication Skills
7. Interpersonal Relationships
8. Utilization of Community Organizations
9. Understand Civilized Society

"Colorado Needs Assessment" October, 1975. Employers in the Colorado Needs Survey considered the following categories important for employees to improve: General Academic Education, Civil and Public Affairs, Home and Family Life, Commercial and Distributive Education and Personal Improvement.

A review of the research relating to the problem of needs assessment reveals that other educators have considered it important to determine self-perceived needs of students.

Each source has used a specific list of objectives considered to be relevant in a particular area at a particular point in time.

By trying to tie together the various categories involved in past studies with the objectives included in the Missouri BEST, this investigator tried to make one list encompassing all to include ever, possible need.

Based on the resulting list, this investigator hypothesized that it would be possible to determine the answers to the three research questions stated on pages 1 and 2 of this report.

Results of this sample survey may be used to identify needs at one specific center or to identify general current needs in a large metropolitan area, if the population can be considered typical.

With this information the administrators and teachers may consider possible changes in objectives and priorities and may find it worthwhile to search for relevant materials to meet these needs. Of course, each teacher must deal with the individual needs within his or her classroom, but this study may give feedback about new channels to include.

CHAPTER III

METHODOLOGY AND SURVEY DEVELOPMENT

Methodology: The method of research was a group interview in order to give detailed information and answer individual questions. Each participant was given a survey to mark as step-by-step directions were given.

This type of survey was given to include all academic levels. The instrument was designed to be simple to mark. Those who could not read were helped to mark the appropriate box after the choices were explained.

The random survey sample included those students who attended class on a specific night at 17 of the city's 30 learning centers.

Survey Development:

Independent Variables - In the development of the survey many independent variables had to be considered. Those which could have the greatest influence on student needs were age, education, employment, marital status, number of children, race, and family income.

Age: It was decided that needs may be different for a young person who has not entered the world of work or family responsibilities, for more mature adults, or for older citizens. For ease in marking and tallying age group boxes were used (Appendix B).

Education: The amount of previous training could result in different needs for further education. It was decided that trade and vocational schools should be considered in preparation for meeting past needs which

could alter present needs.

Employment: Whether or not a person is employed could show a difference in his need. Along with employment, a choice was added to determine satisfaction with job. Also included in this area were housewife and the retired worker, to account for a probable lack of interest in career and job information.

Marital Status: The responsibilities linked to marital status could change the students' felt needs.

Number of Children: The responsibilities of raising children could alter felt needs.

Race: People with various ethnic backgrounds may have different expectations, thus different needs.

Family Income: The level of income may place a person on a particular step in his hierarchy of needs. Family income was put in groups to make it less offensive and easier to tally. The ranges were intended to include groups that might be involved in the classroom, considering various occupations and welfare recipients.

See the survey form in Appendix B for a specific breakdown of the independent variables.

Dependent Variables - The instrument used in the survey (Appendix B, page 2 and 3) was constructed by studying the Missouri BEST objectives, the research studies already named in Chapter II, and observations of the needs of students made by the investigator over a period of several years. The BEST objectives were considered to be a good basic list as this test will be considered a necessity for high school completion soon and possibly a future GED addition. It contains the objectives

considered necessary to adequately survive in today's world.

Since the government has given educators time to educate the public before adopting the metric system as the new system of measurement, it seemed appropriate to include this need in the survey.

After studying the writings of educators such as Paul Bergevin, etc., it seemed important to include personal relationships. People must be taught how to relate to one another and how to participate in groups and in the community.

An opportunity was given at the end of the survey form for the participant to add any needs not listed.

Values and self-esteem were included in the Lewis and Clark Study. Although they are important needs, they were omitted from this list because they are not usually taught as a separate entity. They must be realized in small steps of success, continuous progress, and on-going cooperation which lead to the feeling that "I'm okay, you're okay."

In the final survey it was decided that a lengthy detailed list would cause confusion and loss of interest. The wording was kept brief and simple. Further explanation was made verbally by the administrator.

After the survey was developed it was administered to a sample group of 12 to determine weaknesses in the survey. A brief script was prepared (Appendix C) for the administrator to explain each item in more detail and provide explicit instructions for all participants. Given appropriate instructions and explanations, it did not seem difficult to understand or to mark. Since attention must be given to each individual,

it would not be appropriate for a group larger than 12 students to complete the survey form at one time.

The only change which resulted from the pre-test was the request from the students to include their own names. The names had been omitted on purpose in order to make the student more comfortable in giving information and being honest about the way they felt. Instead they wanted to be identified to be sure their teacher knew their needs. Instructions were changed. It was left an option to include the names or not.

When the survey forms were administered, the students were given an explanation of the purpose.

Explicit directions were given prior to marking the form by the use of a sample on a chalkborad or similar device available in each room. Each item on the form was read by the administrator at the time of marking with care taken that assistance was given to those who needed help with understanding it or with marking it.

CHAPTER IV

ANALYSIS AND SUMMARY OF DATA

Tabulation of Data: Data from all survey forms were tabulated in alpha-numeric form to simplify detailed analysis. A completed sample survey form and the tabulated data from all survey forms is presented in Appendix D with detailed explanations.

Independent Variables: Characteristics of the sample population were established. Methods of tabulating the variables in the research sample are explained in detail in Appendix E. Results of that tabulation give us the following information about the sample groups:

Age: (Reference Figure 1) A majority of the people surveyed were in a younger age group. 59% were 25 or under and 22% were between 26 and 35. Since most of the people surveyed were in a younger age group, it could mean we are not meeting the needs of older adults as well or are not reaching them through our recruiting procedures, or older adults are not as interested in continuing their education. Perhaps we need to give further thought to our citizens age 35 to 50 and over.

Of course, the survey was given during a cold and snowy period in December at a time when many older people might not find it safe to travel. Those who did attend must have been serious about their studies, regardless of their age.

Sex: (Reference Figure 2) Attendance is greater for females than for males. This could mean that females feel a greater need to continue their educational growth or

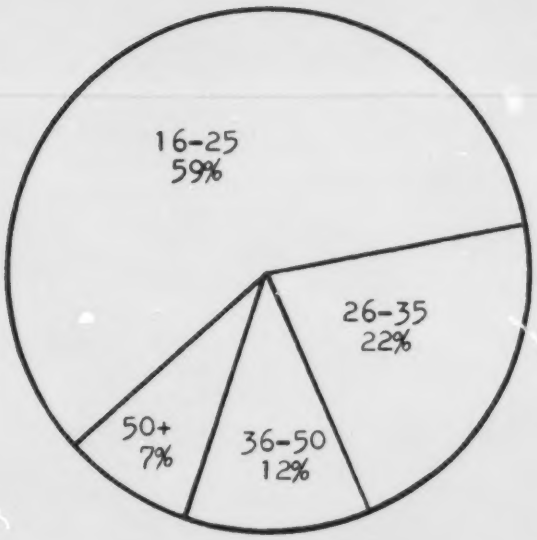


FIGURE 1
AGE CHARACTERISTICS
OF THE RESEARCH SAMPLE

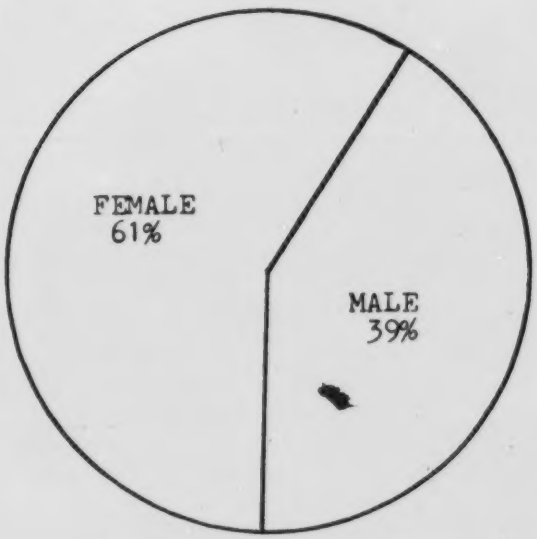


FIGURE 2
SEX CHARACTERISTICS
OF THE RESEARCH SAMPLE

have more time and energy to devote. Since more women are working, more may be trying to brush up on skills or upgrade their levels to enter the working world. It is possible that some housewives attend partially to get out of the house which is a need the working husband may not share.

Education: (Reference Figure 3) Most of the students claim to have completed 9 years or more of education. Since testing reveals 80% of them are functioning below that level, this characteristic proves to have little relevance in the research. Since most people are functioning far below their acquired level in school, it must indicate that people forget much of what they learned or students do not get a good education during those first nine years. This indicates a need for adult educators to find ways to make up for those deficiencies through a continuous evaluation of methods and materials.

Employment: (Reference Figure 4) Nearly 3/4 of the sample was unemployed. A list was made of the type of employment. It showed the group to be an ideal cross-section because every job was different. While it could be that the particular sample taken from the ABE population happened to be mostly unemployed, it also should make us aware we have a job to meet the needs of those people in upgrading their skills and preparing them for employment.

Marital Status: (Reference Figure 5) This reveals that about half of the students are single and half are, or have been, married.

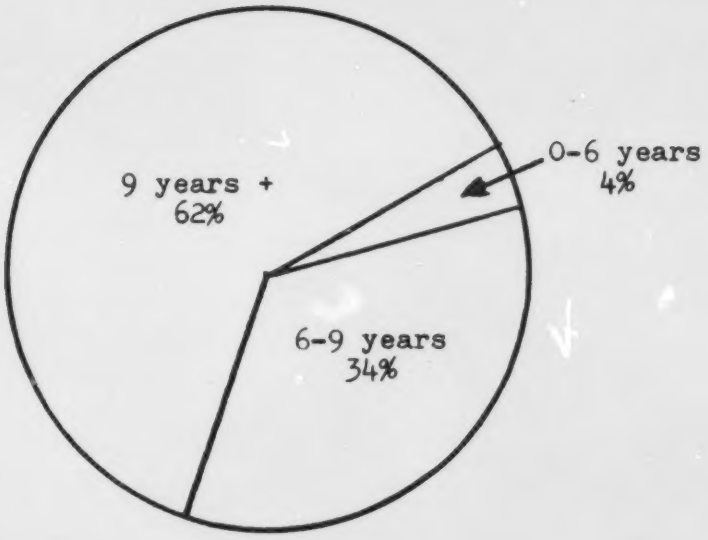


FIGURE 3
EDUCATION CHARACTERISTICS
OF THE RESEARCH SAMPLE

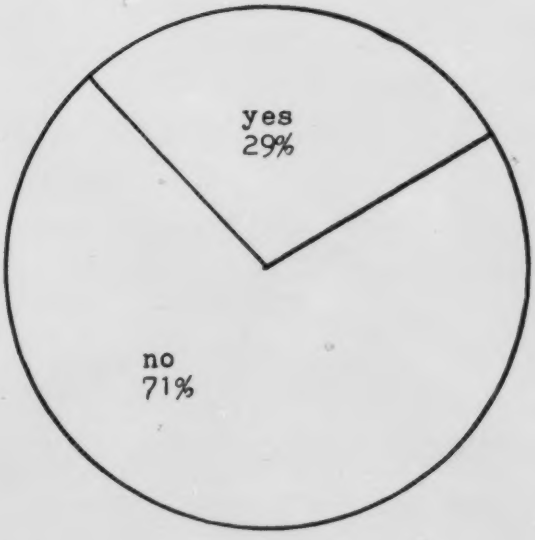


FIGURE 4
EMPLOYMENT CHARACTERISTICS
OF THE RESEARCH SAMPLE

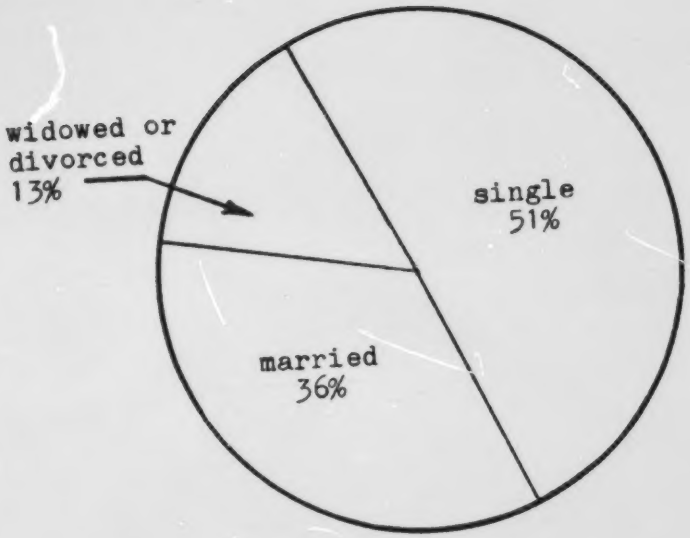


FIGURE 5
MARITAL STATUS
OF THE RESEARCH SAMPLE

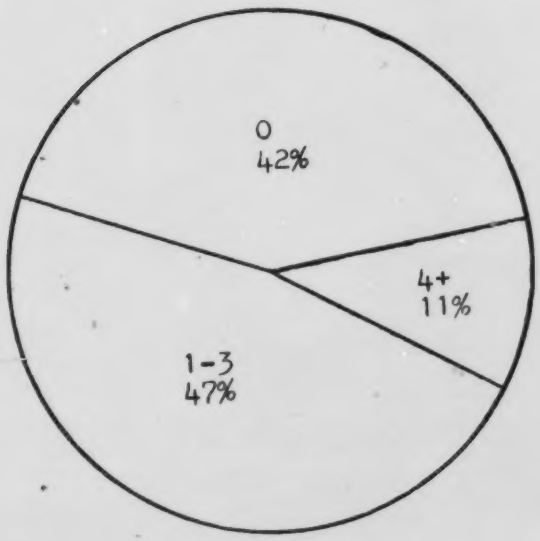


FIGURE 6
NUMBER OF CHILDREN
IN THE RESEARCH SAMPLE

Number of Children: (Reference Figure 6) About one half of the students had no children. Of students with children, the most common number of children was 1 to 3.

Race: (Reference Figure 7) Most of the population in the St. Louis ABE Program is Black or Caucasion by nearly a 2:1 ratio. Some other large cities may have more Spanish, Oriental, Mexican, or other racial percentages which could influence their needs.

Income: (Reference Figure 8) Since 71% of the students are unemployed, it is not surprising that 49% make $4000 or less. (Since 16% gave no answer, the low income could include a larger percentage.) At first glance it is surprising to learn that 19% of the people who need to upgrade their below high school skills are already making over $8000. A check of the survey forms revealed the higher income group was composed of all ages. Since the form asked for family income, it is possible that the young people living at home included their parents income or perhaps more than one family member contributes to the reported income.

Dependent Variables:

Needs Rank Order - Methods of tabulating the needs in the research sample are explained in detail in Appendix F.

Each objective was represented by an item in the instrument. Refer to page D-4 and D-5 for use in understanding charts.

Results of the tabulation give us the following priority ranking of the total cross section:

1 Metric system - basic understanding

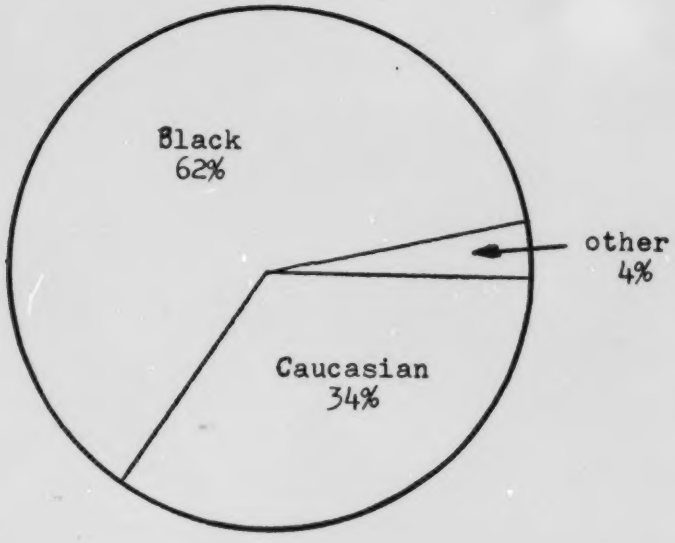


FIGURE 7
RACE DISTRIBUTION
IN THE RESEARCH SAMPLE

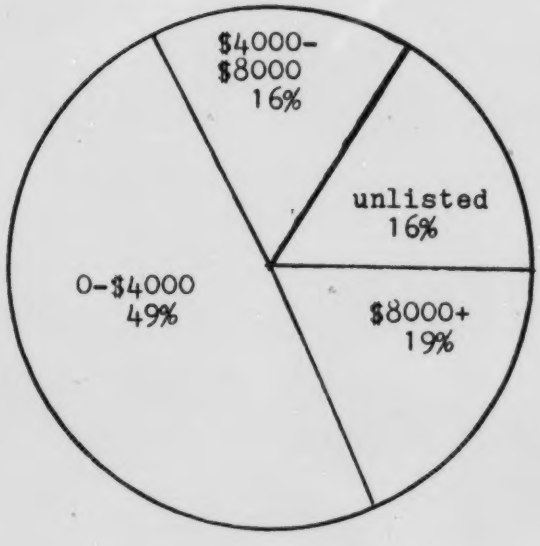


FIGURE 8
INCOME STATUS
OF THE RESEARCH SAMPLE

2 Metric system - practice use

3 Basic math
4 Perimeter, area, volume

5 Language skills
6 Basic reading skills

7 Career information
8 Understanding democratic process

9 Business correspondence
10 Letter writing
11 Consumer rights and responsibilities
12 Community resources
13 Applications and interviews
14 Economic process of goods and services

15 Money management
16 Reference materials

17 Citizen rights and responsibilities
18 Business and consumer problems
19 Participation

20 Reading - analyze

21 Follow directions

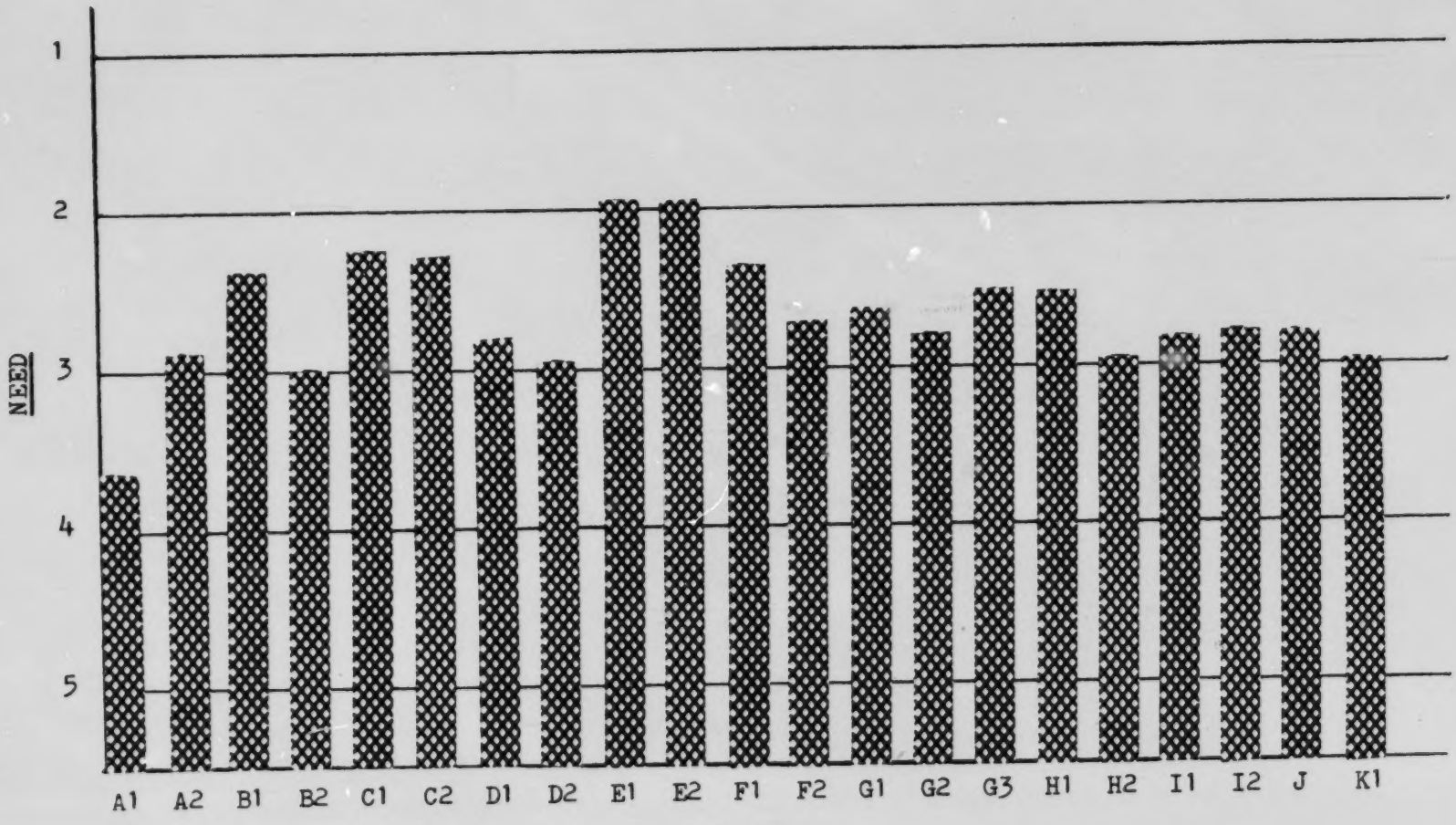
Each objective was represented by an item in the instrument. To see the accompanying code marking used in tabulation, refer to the fold-out sheet in Appendix D-6. This can remain open and available for reference during the remainder of the perusal of the report. This answers the first research question. The ranking list answers the third research question, as far as the overall program. Real priorities remain with each individual.

As can be seen in Chart 1, there is not a great variation among the overall needs. This must indicate all are perceived as important needs.

Only three people reported other needs. One asked for more basic education which was listed. One asked for chemistry and physics which could be covered in the area of advanced reading. The third asked for getting along with others which could be included in participation.

CHART 1

OVERALL OBJECTIVE NEED



Objectives Presently Working Toward: Chart 2 shows the largest percentage of the people working on basic math, over 70%. 65% are working on basic reading and language skills and nearly 50% on perimeter, area and volume. Between 25% and 32% are working on letter writing skills, reference materials, other reading skills, metric system, and following directions. All of the rest fall between 5% and 15%.

Felt Need of Students Presently Working Toward Objectives: Of those from Chart 2 who are working on each objective, Chart 3 shows whether the students indicated they needed that objective or didn't need it.

75% of the students working on math skills considered them to be a definite need. 65% to 70% of the high number working on basic reading and language skills felt they were important needs. The next group included letter writing with about 65% indicating a need, reference materials which about 55% need and 25% don't need, other reading skills which about 65% need and 20% don't need, the metric system which 80% to 85% need, and following directions which over 50% need and nearly 40% don't need.

Although not many worked on participation, 65% of those who did, felt they needed it.

It was unexpected that 80% of those working on the democratic process felt it was important; yet 60% of those studying the rights and responsibilities of citizenship felt they did not need it. This seems to indicate that people are interested in the government and what it does for them without considering personal involvement. Yet, democracy is involvement of the people. Does this suggest another job for educators?

CHART 2

PERCENT OF STUDENTS

WORKING ON EACH OBJECTIVE

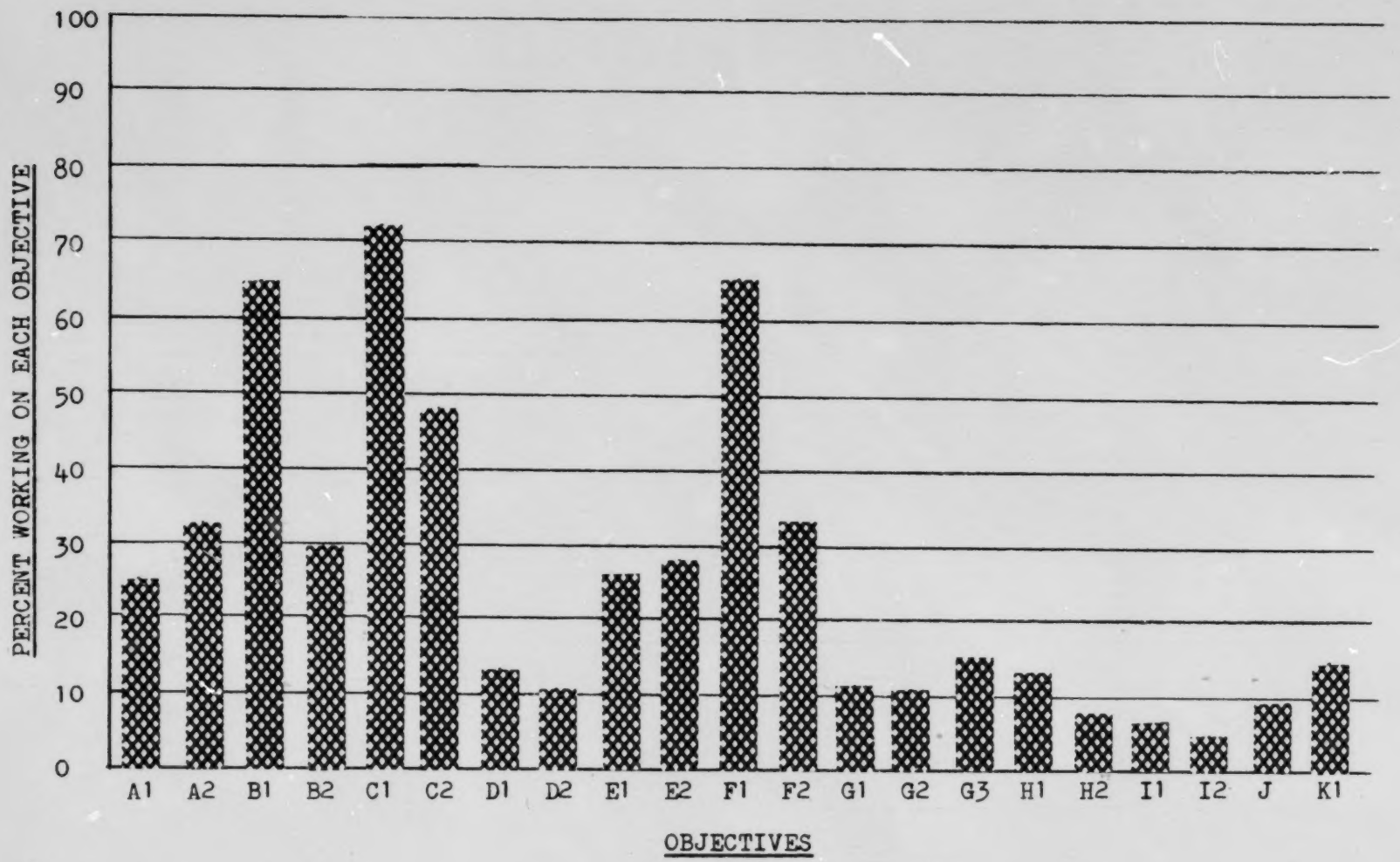
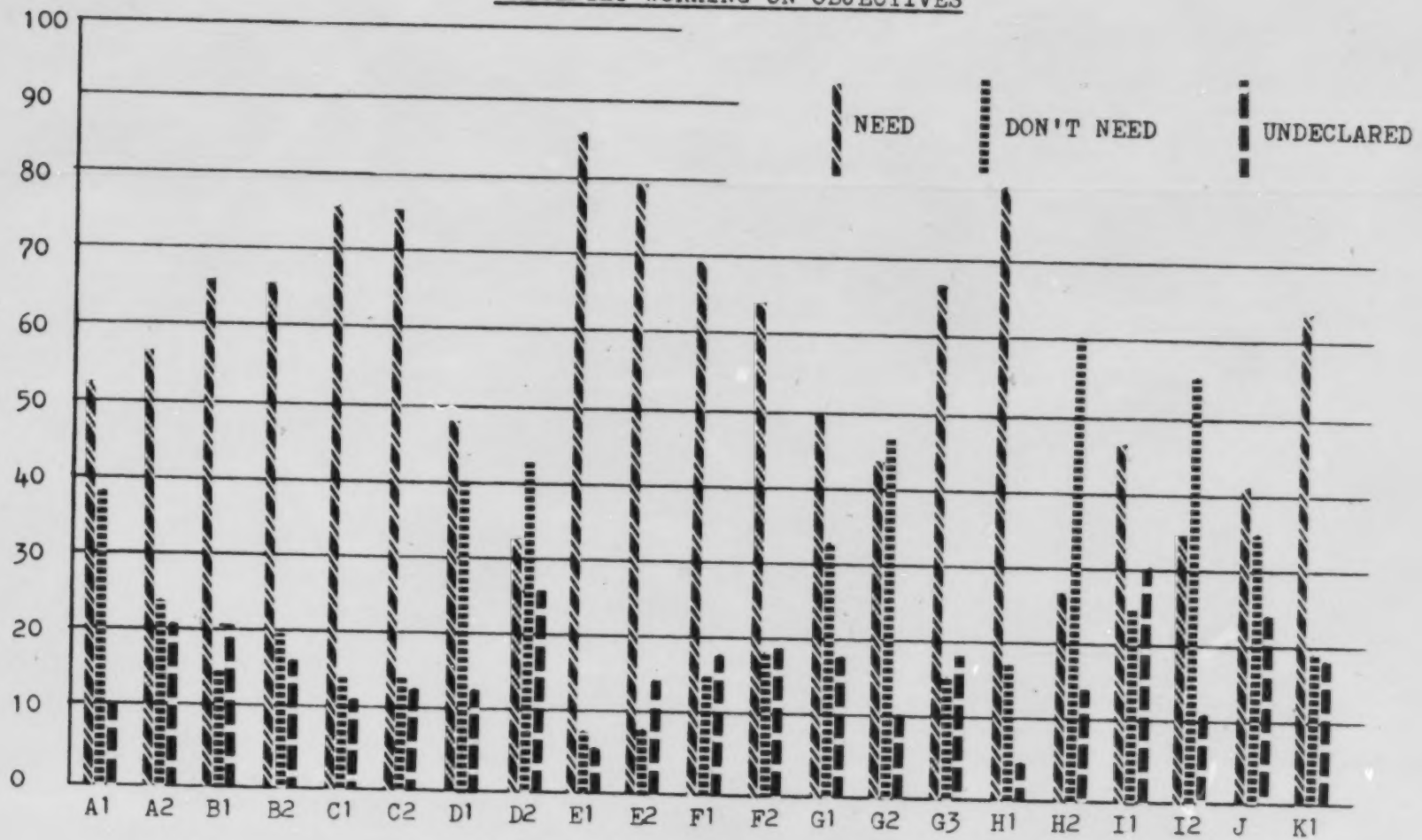


CHART 3

FELT NEED OF STUDENTS

PRESENTLY WORKING ON OBJECTIVES



It is noteworthy that 65% of the people needed career information; yet 45% felt they did not need to learn about employment preparation skills such as applications and interviews.

It is surprising that with many in a low income bracket, about 40% felt they did not need help with money management and consumer problems. It may seem that these needs are obvious, but often people are very sensitive about their spending and reluctant to change. Teachers cannot force their values on the students.

It is interesting to compare the ranking of needs perceived by students with needs presently receiving attention. This comparison is presented on Table 1. The following paragraphs explain the significance.

Overall, it appears the administrators and teachers in the St. Louis ABE program are generally doing very well in recognizing needs and helping the individual students work toward meeting those needs.

Basic math, language, and reading are given appropriate attention. These areas are considered important by students and teachers.

It does appear the metric system has been neglected. Although understanding the metric system and practice using it rank 1 and 2, respectively, on the ranking comparison chart, only 25% of the students are receiving metric education. Perhaps the <u>real</u> need is for the teachers to learn the metric system so they will feel more confident to teach it. Although workshops have been offered, administrators may need to schedule additional training sessions, introduce available books, and

TABLE 1

RANKING COMPARISON

	STUDENT PERCEIVED NEEDS		NEEDS RECEIVING ATTENTION
1	Metric system part 1	1	Basic math
2	Metric system part 2	2	Language skills
3	Basic math	3	Basic reading skills
4	perimeter, area, volume	4	Perimeter, area volume
5	Language skills	5	Letter writing
6	Basic reading skills	6	Reference materials
7	Career information	7	Reading - analyze
8	Understanding democratic process	8	Metric system part 1
9	Business correspondence	9	Metric system part 2
10	Letter writing	10	Follow directions
11	Consumer rights & responsibilities	11	Career information
12	Community resources	12	Participation
13	Applications and interviews	13	Money management
14	Economic process	14	Understanding democratic process
15	Money management	15	Business correspondence
16	Reference materials	16	Applications and interviews
17	Citizens rights	17	Business and consumer problems
18	Business and consumer problems	18	Community resources
19	Participation	19	Citizens rights
20	Reading - analyze	20	Economic process
21	Follow directions	21	Consumer rights & responsibilities

prepare brief packets of materials for student use. Another alternative would be to use a resource person.

Because many students and teachers are confused and a little fearful about the system, care must be taken to stress the ease and advantages to "Live Metric" rather than to get involved with conversions.

Career information was listed next after the metrics and the basics in the list of student needs. Yet only 15% of the students are receiving that information.

Each teacher needs to keep a file of information about careers, such as education or training required, where to find training, and cost. If this information is not available, calls or referrals should be made. This could be added to the file for later reference.

It is surprising to notice that students perceived a need to know more about the democratic process. Could it be that teachers assume that by this point in life, adults already understand or don't care to learn about democracy? This knowledge should bring about a change in emphasis.

Letter writing is considered important, but apparently it is given more emphasis than necessary. Perhaps the problem lies in the application of the skill.

Consumer rights and responsibilities is midway in the ranking list; yet, it receives no attention. A speaker could make an interesting presentation, or a variety of packets, kits, and workbooks on the market could be used.

More community resources could be made available. When used, 40% of the students find them useful and ask for more.

If a teacher observes the concerns of her students, she can schedule resource people and use appropriate preparation and follow-up. If a program has many centers like the St. Louis program, it might be feasible to make videotapes which could be used at many sites.

Money management ranks 15 out of 21. Presumably, many students involved in money management and consumer problems see no relevance. If the students definitely do not want the material, it must not be used, regardless of the value seen by teachers or administrators.

According to the survey, low-ranking reference materials are not considered nearly as important to students as teachers must feel they are. Because reference materials are included in the Test of Adult Basic Education in the initial assessment procedure in the St. Louis program, they may be over-emphasized. For many adults it is not important to be able to find plateaus and rivers on a map of a foreign country; yet, they could use help finding the Goodwill Shop or learning which bus to take.

The complex system of the library frightens many would-be users. Adults need to see the library as an inviting place with interested people to help find instructions about how to make curtains or repair a car, etc. If they could be shown the location, introduced to offerings of their choice, and made to feel welcome, the use and knowledge of the facilities would expand along with reading ability.

Participation, too, must be introduced only when there is a purpose at which time there would be more interest.

Advanced reading is important, but at the time when the students were surveyed, it may have seemed more than the students

could comprehend. Only 20% of the students are at the GED level. Taken through short, sequential, successful steps, these students will come to realize they can accomplish the task.

Students show almost no interest in learning to follow directions. It ranks at the mid-point in receiving attention. It could be that teachers find students cannot follow directions when they think they can.

Need Priorities Compared with Independent Variables: Charts 4-10 show the results of the following tabulations:

Age: The different age groups shared most of the same needs. All showed a strong need for language, and all shared an equal need for community resources.

Students over 50 rated basic reading more important than other groups. Older adults were not as interested in math per se as other ages. More important to them was help with mony management, business and consumer problems, and following directions. They were obviously not as interested in career information or job preparation skills, nor were they as interested in their responsibilities as citizens as other groups. However, they were slightly more interested in participation in groups and in the community. This is expected of the older adult stage in life.

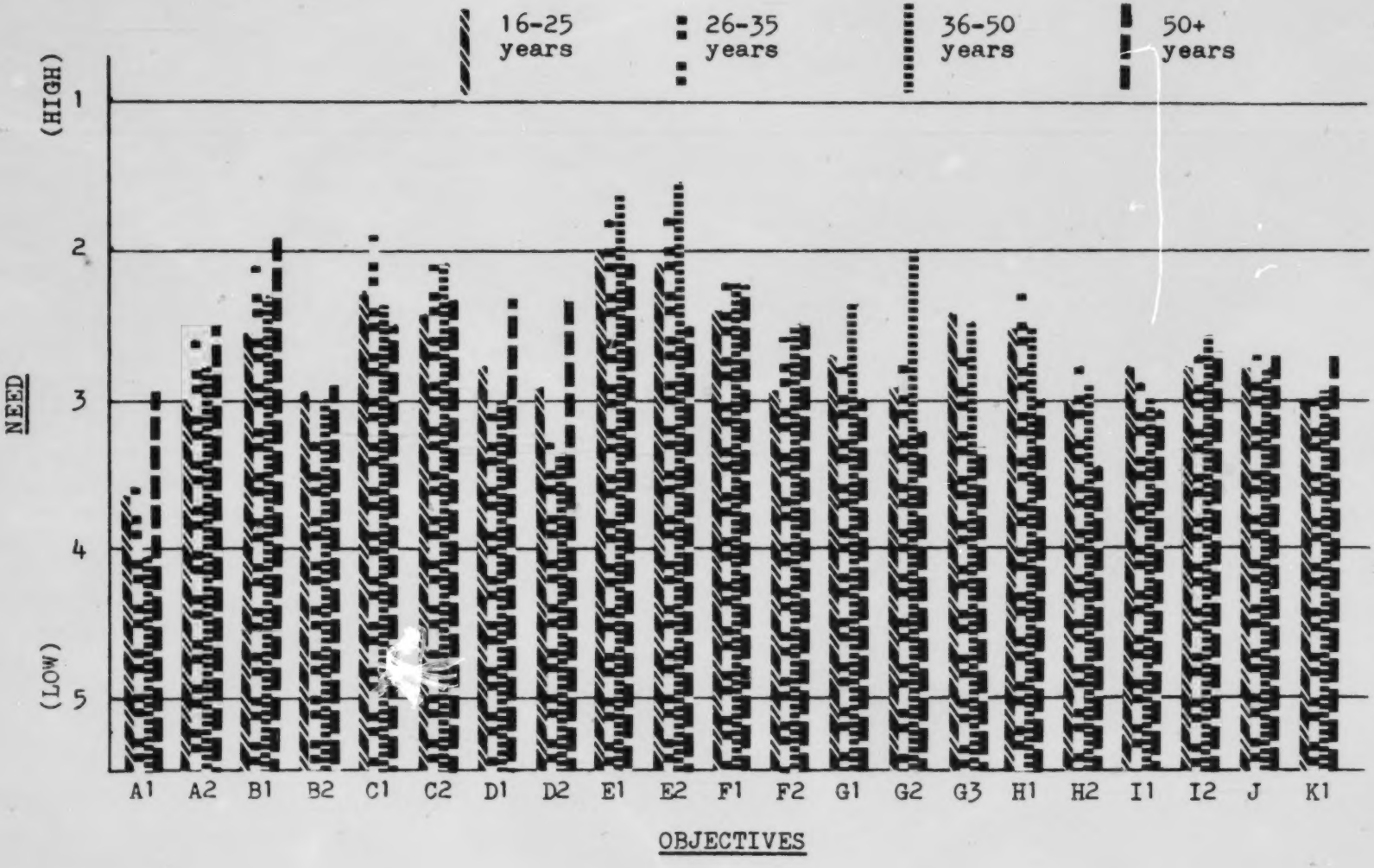
The 36-50 year olds were the most interested group in business correspondence and applications and interviews. This may have been expected at a younger age except that many of the students are unemployed.

The 26-35 year old group appears to be the most interested in math and in knowing about democracy and about their rights and responsibilities as citizens. It is reasonable that they have

CHART 4

FELT NEED PRIORITY

BY AGE



gained the maturity to be concerned.

Since it is the younger group who will be using the metric system for sure, it was expected that their interest would have been greater. The fact that it will come does not make it a necessity now. It is reasonable that older people have managed without it and feel no urgency. Both groups between them apparently see the need for themselves and possibly for their children.

The youngest group was obviously the most eager to receive career information.

Sex: Chart 5 shows little variation in the needs of the male and female. It was surprising to learn males definitely showed greater interest in language and all correspondence. In the past it was assumed women enjoyed language and correspondence, and society expected them to handle these tasks. The males showed a little more interest in math, following directions, money management and consumer problems, and job preparation skills. Since the women's liberation movement, roles are no longer clearly defined. Although many women have jobs today, men may feel more of an urgency for learning skills to support their families and feel more responsibility for finances of the family. The women were slightly more interested in community resources which could help with their problems.

Employment: According to Chart 6 the unemployed felt a greater need in many areas besides career information and job preparation skills. They were also more interested in all areas of money management, community resources, and citizenship. The money management and community resources are obvious areas of concern. With the preoccupation about job hunting and ways to

CHART 5

FELT NEED PRIORITY

BY SEX

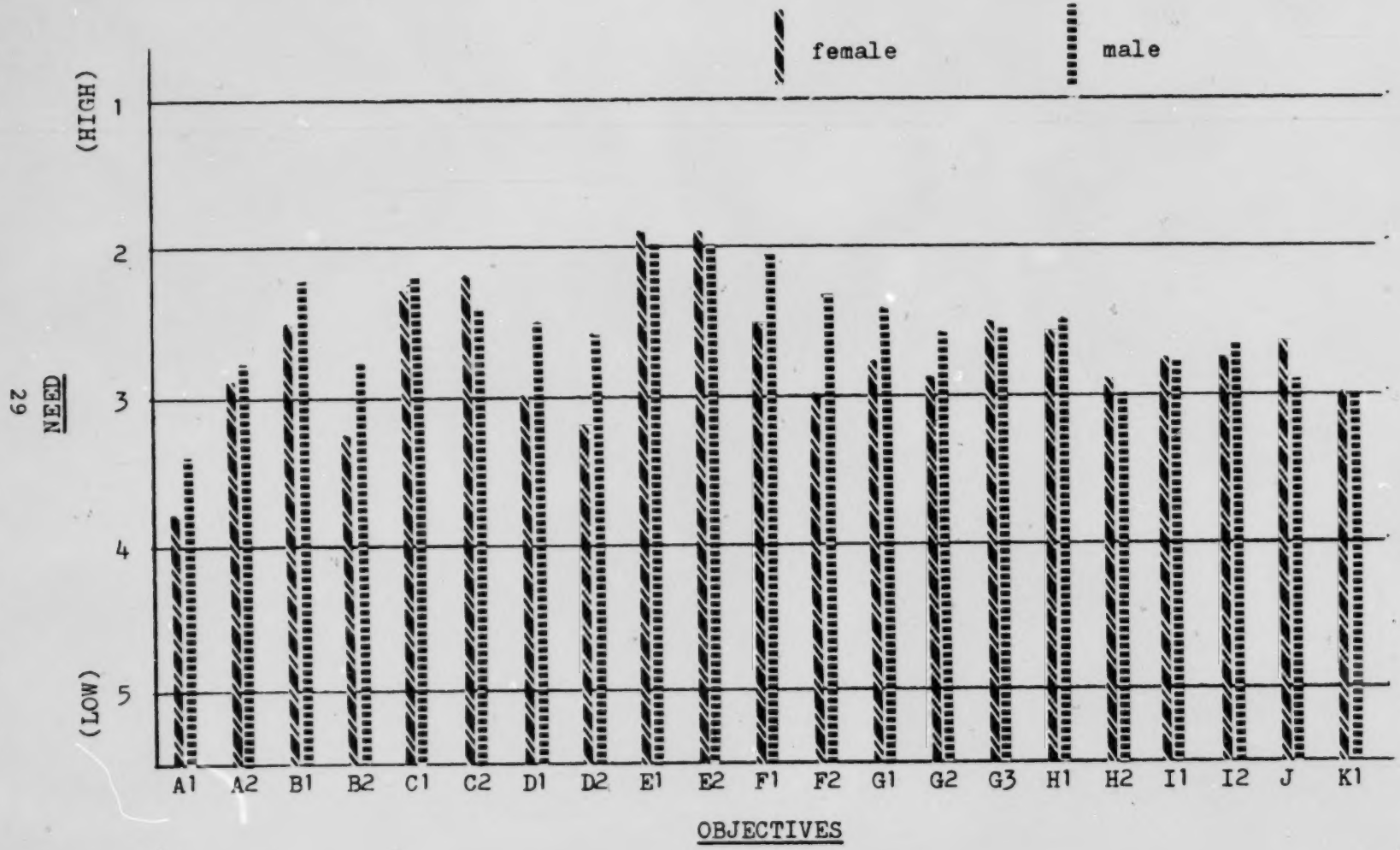
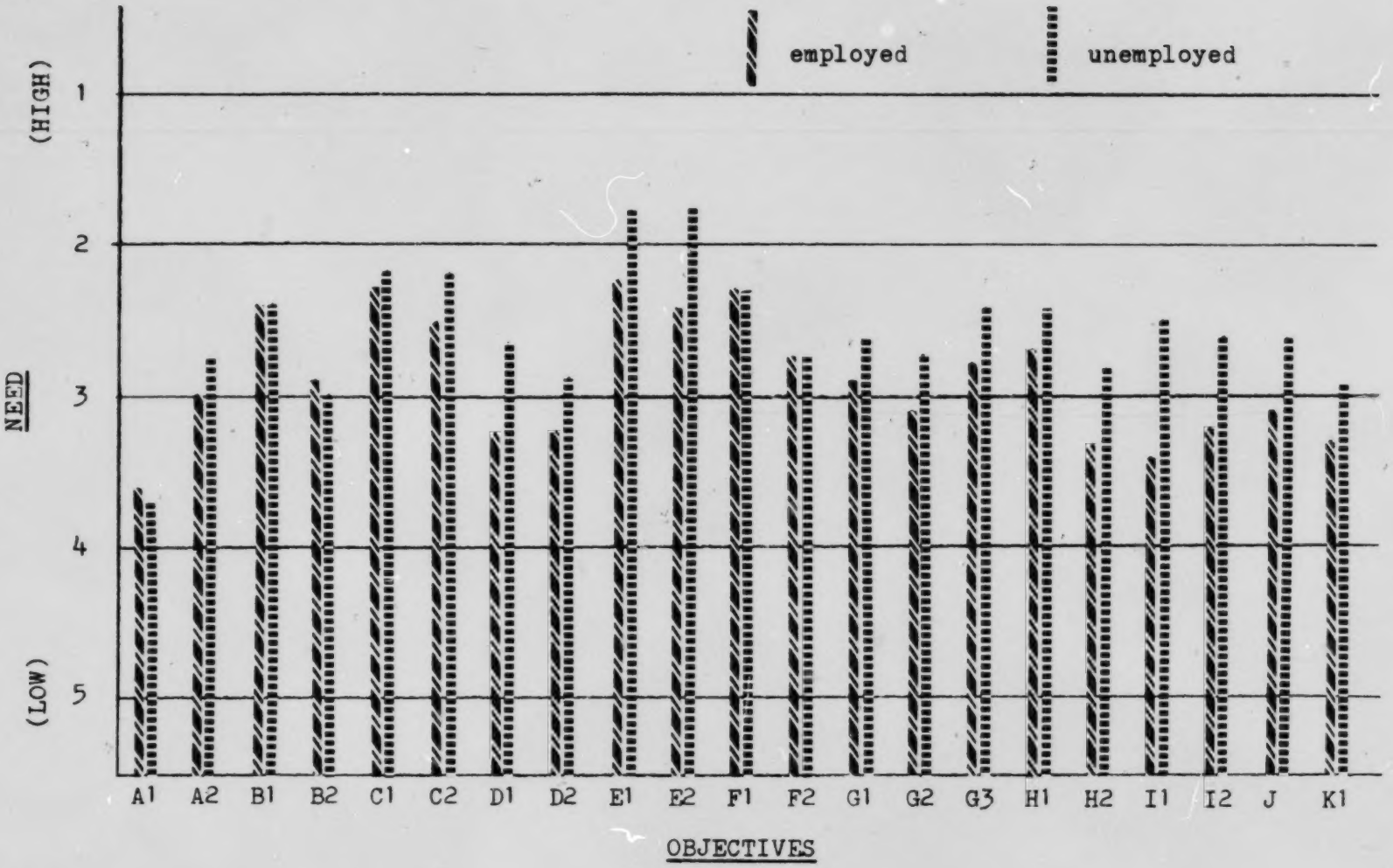


CHART 6

FELT NEED PRIORITY

BY EMPLOYMENT



survive, it was unexpected to find the concern about citizenship. Community resources are important for this group to learn about aids to help them. Apparently some teachers have found this to be true. Perhaps those who have experienced successful presentations could share the results with others. Each program may find it worthwhile to compose an on-going list of services, complete with names of contact persons and telephone numbers.

Marital Status: In Chart 7 it can be seen single students did not feel as much of an urgent need for any area as the other groups. With less responsibilities this is reasonable. Most important to them was career information and an understanding of the democratic process. Letter writing was not considered important and no interest was shown in responsibilities of citizenship or learning how to participate. The widowed or divorced felt a slightly greater need in all areas than the single or married. Since they are in a position to experience greater feelings of need to be independent now that they are alone, it is understandable. In fact many are left with additional family responsibilities and want to be prepared for survival in the future.

Parenthood: In Chart 8 parents seem more concerned about basic reading, language and letter writing, metrics, responsibilities of citizenship, community resources, and participation than those without children. Again, family responsibilities can give a desire to improve a person for himself and for others. For example, a mother may want to improve her reading, math, metrics, and language skills to help her child learn as well as to improve her opportunities in the world of work.

CHART 7

FELT NEED PRIORITY

BY MARITAL STATUS

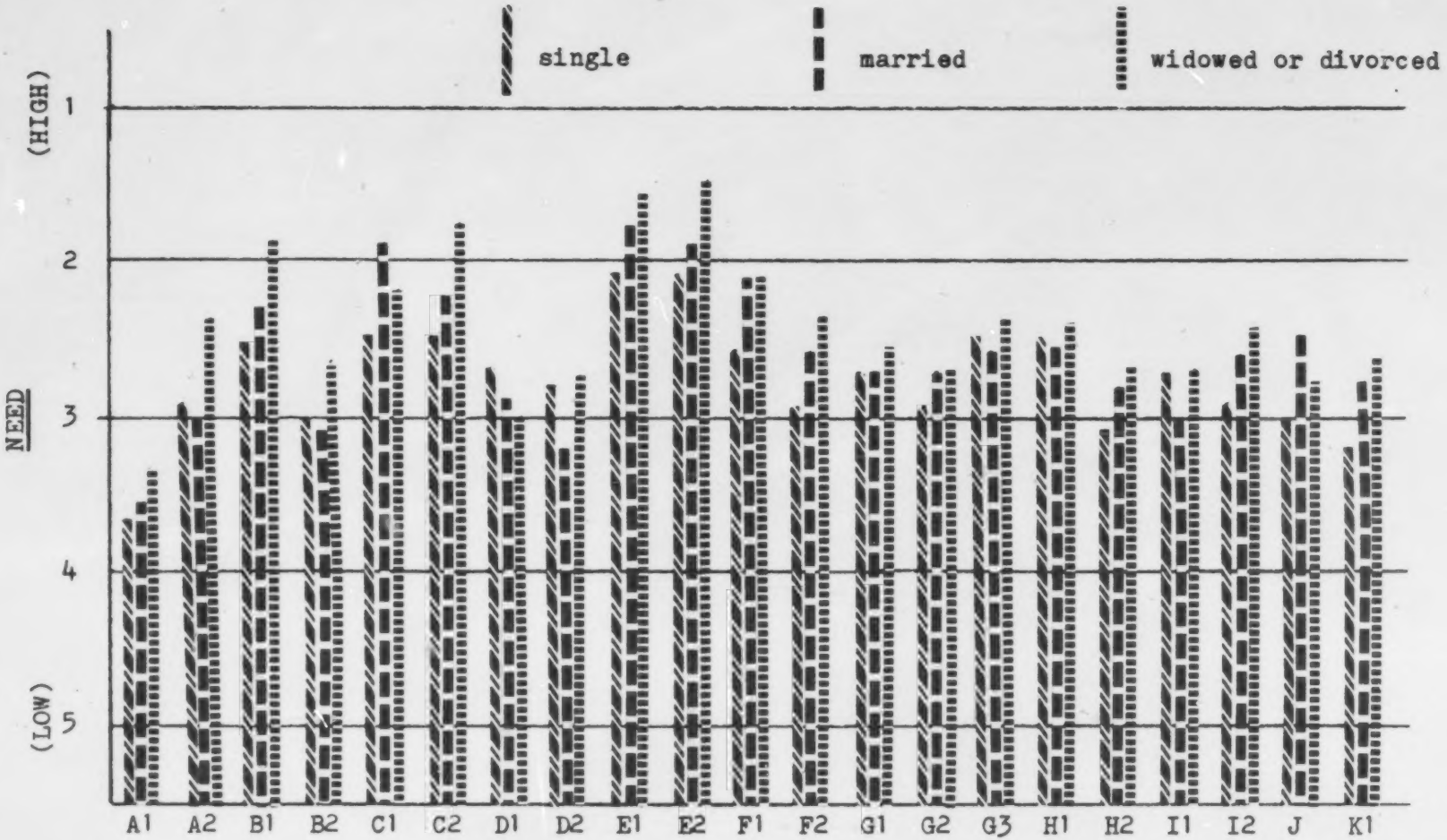
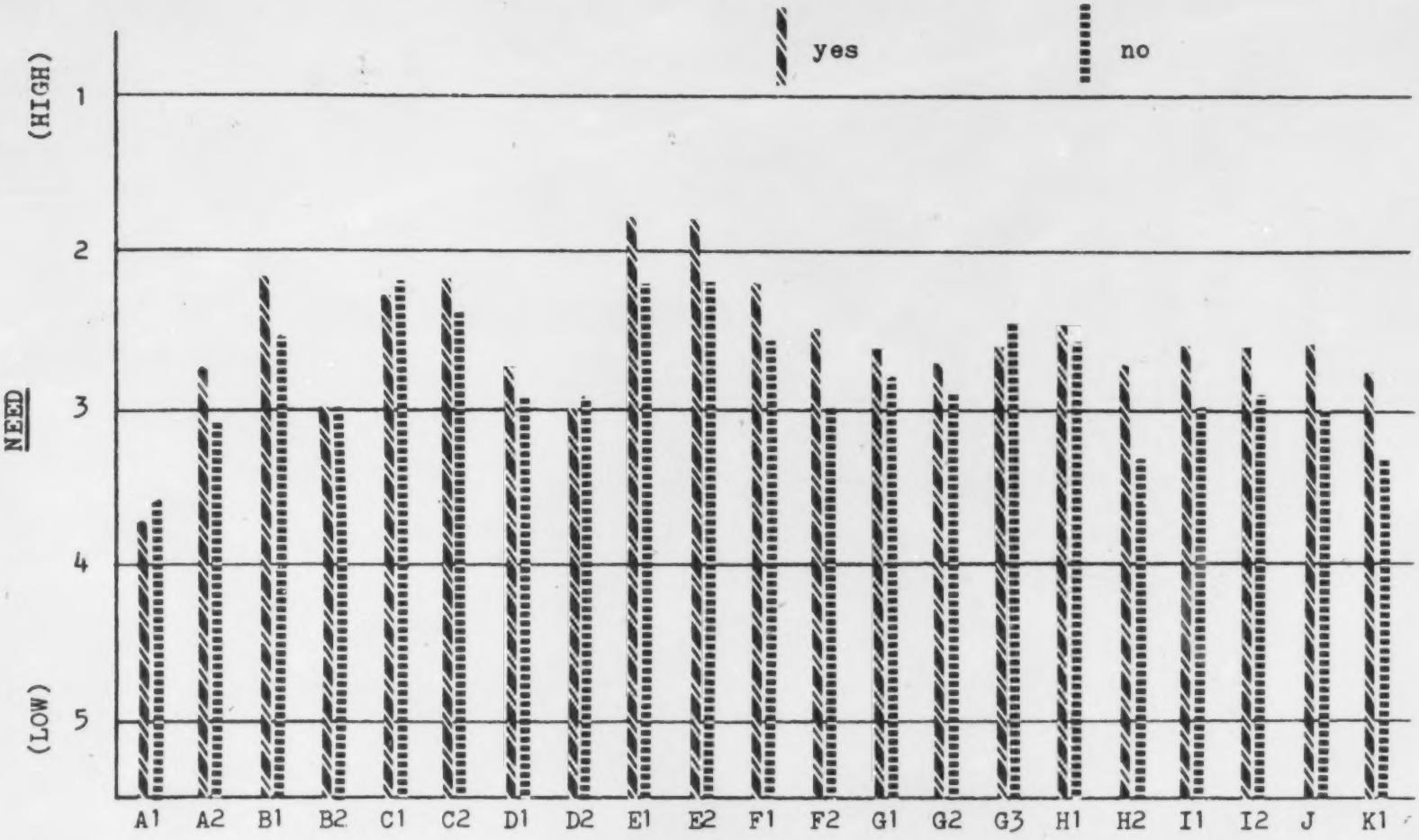


CHART 8

FELT NEED PRIORITY

BY PARENTHOOD



Race: Chart 9 reveals that compared to Whites and Others, Blacks felt the greatest need to learn to follow directions, use reference materials, write letters, learn the metric system, and the economic system of goods and services.

The needs of Whites were greater in basic math and job preparation skills. No particular reason is evident for these choices.

All races feelings were about equal in their need to understand and use language skills and advanced reading. This is good to help each grow individually, and it could help all races to understand and communicate with each other.

Other races felt the greatest need for money management, business and consumer problems, and the democratic process. Since some of this group is composed of Orientals new to this country, they may have more interest in learning about our government and about how to survive financially with newly encountered problems.

Since the sample population was nearly 2/3 Black, 1/3 White, and only a small percent Others, these results would imply different objectives would be given in cities with a different racial balance or in an older, stable community.

Income: As might be expected in Chart 10, the top income group reported less interest in career information or job preparation skills. They were probably more satisfied with their present position. Also, they found less need to learn to follow directions or to learn basic math or any type of money management problems.

The middle income group felt a greater need for language and letter writing skills than the others, and wanted to find

CHART 9

FELT NEED PRIORITY

BY RACE

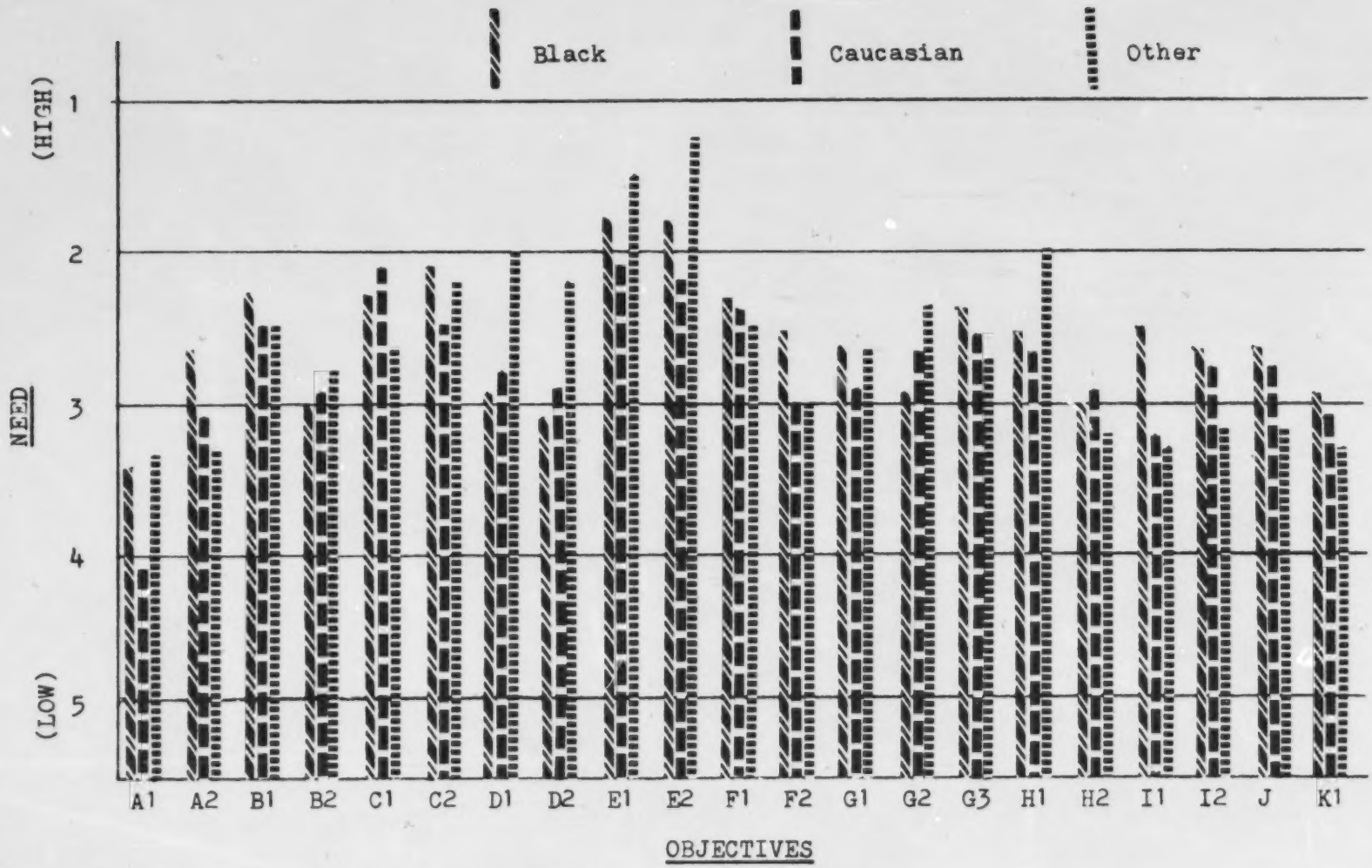
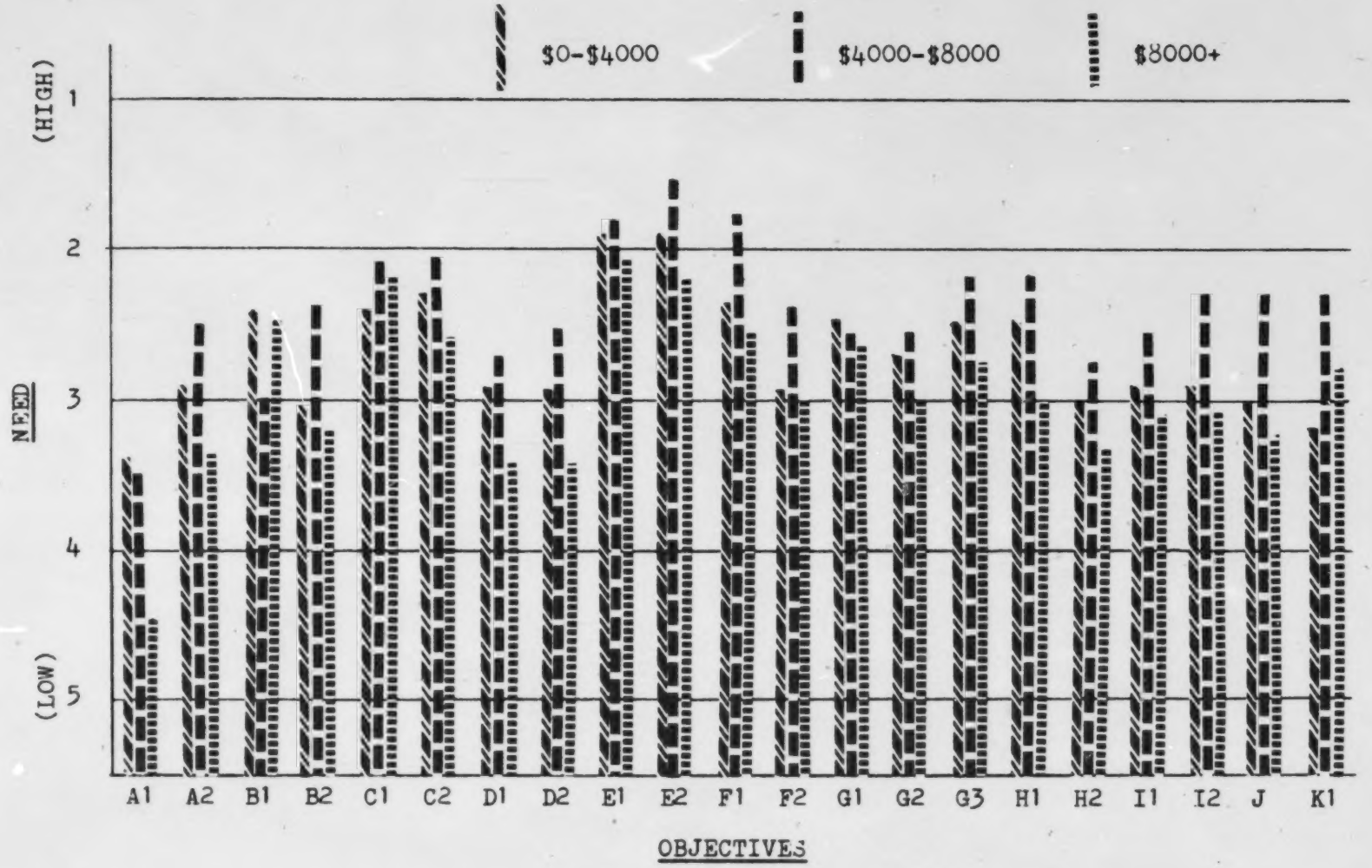


CHART 10

FELT NEED PRIORITY

BY INCOME



out about community resources and how to participate.

Overall, the middle income group showed greater needs in most areas than either the higher income or lower income groups. Even if each group was on a different level in the hierarchy of needs, some of these topics could have served to fulfill certain satisfactions. It would be mere speculation at this point to discuss the feelings of insecurity or lack of motivation that may have caused these results for the lowest income group. The middle group may still be struggling to achieve what they see for the higher income group.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Results of this study have enabled the researcher to conclude that, in general, the St. Louis ABE Program has been successful in identifying and meeting the needs of the individual students. Areas for improvement will be discussed in specific recommendations at the end of this chapter.

It appears the initial list of objectives are the needs perceived by the students because all are marked important by the overall group and no new ones were indicated. However, some needs are not receiving the priority chosen while others are given more emphasis than necessary.

Table 1 presents the objectives ranked according to priorities for the overall group. From the study it is obvious these items vary with the group of individuals in the classroom. The narrative with each graph of dependent variables implies areas of strength or weakness in the program in St. Louis.

The sample should be indicative of the general population of any large urban area. Considering the variables, anyone could predict the overall needs of their population using this information.

In the final analysis, of course, the teacher must identify the objectives of each individual in her classroom.

Implications from specific findings of this study can be summarized in the following recommendations:

I Education for teachers to understand the adult learner

The figures of the dependent variables revealed the St. Louis ABE Program is made up of widely heterogeneous groupings. Teachers need to know the psychological and physiological

characteristics of the adult learner to understand the feelings, values, and real needs of each person. Teachers need to understand different stages of developmental tasks and the maturation process to adjust to changes in one's life and in the world.

Applications of needed help in this area can be seen in the dependent variables related to needs. For example:

1. According to the survey only 7% of the people attending the ABE program are over 50. This leaves some question about meeting the needs of older adults. Their needs must be known to recruit and to retain them. Physiological needs must be considered in choosing appropriate sites.

2. Different stages in life must be understood. As shown in the graphs, parents with responsibilities have different problems in helping themselves and their children than young, single adults looking for a career. In order to respond and make offerings apply to real life situations teachers must have a good background in adult education.

3. Constant changes in the world are relevant. With the modern role of women the females enrolled are not necessarily returning to work but at least returning to the world in broadening their horizons.

4. Since different races from this country and abroad are included in this program, as in most, it will be beneficial for teachers to realize values may be different and with them different priorities of needs.

II Teacher training in methods, techniques, and materials for adults This study showed that most students are functioning well below their acquired level in school. Since it is obvious people forget or did not learn well in the first place, teachers

must use the best methods, techniques, and materials to help retention. A variety, which appeal to all the senses presented in short, sequential steps resulting in success, should be part of the necessary training.

Some type of workshops or in-service training is needed to keep teachers up-to-date. Sharing with others can help build up idea banks.

Since the BEST objectives proved to include most of the priority needs, teachers may benefit from looking at suggestions in the three BEST booklets to get ideas about materials to use and ways to present various concepts.

Following is a list of specific recommendations from the independent variables in the survey:

1. Continue stressing basic math, reading, and language. Except for the metric system, these were the most desired areas of study.

2. The survey shows many people feel a need to learn the metric system and they are not presently learning about it in the ABE program. Many people want information because they are afraid and confused. If it is presented by showing its advantages and ease of use, it will allay frustrations and make students comfortable about the change. Teachers must make people familiar with the terms they will see every day. Practice must be provided to make them comfortable with the system. The only difficulty is conversions which the upper level could handle.

If teachers do not understand the system, it is their responsibility to study.

3. Career information ranked next after basics and metrics with 65% of the participants indicating a need.

Teachers need to develop a file of information to be used in counseling and referrals. Learning is the process; the career or fulfillment is the product.

5. Understanding the democratic process ranked next with 80% of those studying it indicating a need; yet it is one-third from the bottom of the list in priority being taught. Teachers have a duty to help everyone understand our system of government as involvement of the people.

6. The area of community resources and consumer rights and responsibilities is in the middle of the priority list. Since it receives little or no attention, it must be assumed teachers did not realize the need or do not know where to go for help. Looseleaf notebooks could be prepared using the combined efforts of teachers and administrators.

7. Very few people in the survey claimed they needed to learn how to participate. Although many like to work in small group situations, individualized instruction is stressed in the program. This seems to be what people want and what works best to help each with his own need at his own rate.

Instead of teaching participation as a separate entity, it could be used in working toward another goal. Conceivably, it would still be helpful to deal with as the need arises in a particular situation to draw one shy person out, to work on topics like comparative shopping, or to help a conflict situation within a group in which people resented values of others.

8. Letter writing is important to students and teachers are aware of the need. However, it should be kept in mind that it would be more meaningful if applied to personal needs at the time. Also, there are other skills to be considered beyond the

basics and letters.

9. Nearly 1/2 of those working on reference materials felt they did not need the skill being taught. It was 1/3 from the top of priorities being taught; the participants rated it 1/5 from the bottom. Application must be made to daily life.

III Responsibilities of local and state administration

1. Provide available information and materials to help teachers and students learn the metric system. Additional training may need to be provided for the teachers where a need is indicated.

2. Provide an initial list of available resource people, agencies, and information which teachers could help keep up-to-date as new materials are found to add or changes are made. It would be beneficial if this directory included contact persons, telephone numbers, addresses, cost involved, etc.

3. Provide pre-service and/or inservice training in available materials in order for teachers to be prepared to present the best for each individual need.

4. Evaluate materials to offer the best. Make this a continuous process to adjust to changing needs. St. Louis presently has a curriculum committee working on this project.

5. Plan workshops geared to real needs of teachers. Survey teachers in advance and use those suggestions.

6. Plan opportunities for teachers to share ideas and problems to better serve needs of the adult learner. Pool materials and ideas.

7. Study recruiting methods to make sure older adults are given the opportunity to attend.

8. Provide information about available coursework in adult education to help teachers better understand the adult learner and methods and techniques to aid the learning process.

9. Prepare packets on employment preparation skills or make other good materials available. Provide training in the use of these and other materials.

APPENDIX A

EDUCATIONAL OBJECTIVES

for

THE MISSOURI BASIC ESSENTIAL SKILLS TEST

(BEST)

I Government/Economics

II Reading

III Mathematics

I. GOVERNMENT/ECONOMICS

OBJECTIVES

1. Understand what the term "democracy" refers to and understand basic democratic values, such as liberty, equality, justice, rule of law, peace and order, and consent of the governed.

2. Understand processes of making, enforcing, and interpreting law in the United States.

3. Understand what rights are guaranteed to American citizens.

4. Recognize that in the United States some limits are placed on individual rights and freedoms for the purpose of protecting the interests of society and the rights of other citizens.

5. Understand basic responsibilities of citizenship in our democratic system and how citizens may influence the government.

6. Understand the roles of various government officials, of people who lobby to influence the government, of others vested with authority, and of people who work within the legal system with whom students may come into contact.

7. Understand basic factors related to the production of goods and services.

8. Understand and be able to apply basic information about how private business functions in the United States.

9. Understand and be able to apply basic information about how the government functions in the U.S. economy.

10. Predict how one change in an economy will result in other changes.

11. Be able to use rational thought processes when making simple, personal economic decisions.

12. Recognize the rights and responsibilities of consumers.

II. READING

OBJECTIVES

1. The student will demonstrate the ability to identify and interpret terms and directions used on medicine bottles.

2. The student will demonstrate the ability to identify and interpret the meanings of labels and symbols that caution the reader against specific dangers.

3. The student will demonstrate the ability to identify and interpret items labeled with consumer vocabulary in selecting its use for a specific purpose.

4. The student will demonstrate the ability to interpret and indicate the proper response to commonly used signs.

5. The student will demonstrate the ability to use reference materials and sources to obtain information to solve personal problems.

6. The student will demonstrate the ability to recognize the main idea and specific details contained in a written selection.

7. The student will demonstrate the ability to analyze a written selection to note the purpose of the writer; techniques used to convey fact or opinion; possible effects on the reader; and the type of persuasive devices used.

8. The student will demonstrate the ability to recognize a correctly completed form.

9. The student will demonstrate the ability to interpret the meaning of business correspondence and simple contracts.

10. The student will demonstrate the ability to identify types of information contained in various sections of a newspaper.

11. The student will demonstrate the ability to interpret the meaning of such commonly encountered documents as a menu or a ballot.

Reading Objectives continued

12. The student will demonstrate the ability to follow a set of written directions.

13. The student will demonstrate the ability to interpret information presented in a graphic or pictorial manner.

MATHEMATICS

OBJECTIVES

1. The student will demonstrate mastery of the basic facts for addition and subtraction of whole numbers by solving sample problems involving real life situations.

2. The student will demonstrate mastery of the basic facts for multiplication and division of whole numbers by solving sample problems involving real life situations.

3. The student will demonstrate mastery of the basic facts for addition and subtraction of common and decimal fractions by solving sample problems involving real life situations.

4. The student will demonstrate mastery of the basic facts for multiplication and division of common and decimal fractions by solving sample problems involving real life situations.

5. The student will demonstrate the ability to solve sample problems involving business and consumer situations.

6. The student will demonstrate the ability to solve problems involving measures of length, area, and volume.

7. The student will demonstrate the ability to solve problems involving measures of time and temperature.

8. The student will demonstrate the ability to correctly interpret information from charts, graphs, tables, maps, and scale drawings.

9. The student will demonstrate the ability to solve sample problems by applying the concept of ratio and proportion.

10. The student will demonstrate the ability to correctly interpret simple probability and statistical statements relating to common situations such as weather reports and opinion polls.

11. The student will demonstrate the ability to determine the average for given numerical data.

12. The student will demonstrate the ability to correctly identify horizontal, vertical, parallel, and intersecting lines.

13. The student will demonstrate the ability to correctly identify simple plane and solid geometric figures.

APPENDIX B

SURVEY FORM

Center _____ Date _____

Age: ( ) 16-25 ( ) 26-35 ( ) 36-50 ( ) 51-over

Sex: ( ) Male ( ) Female

Education: ( ) 0-6 yr ( ) 6-9 yr ( ) 9-over ( ) Trade School ( ) Vocational School

Employed: ( ) yes ( ) no

Retired: ( )

Housewife ( )

Type of Employment: _____

Would like different job: ( ) yes ( ) no

Marital Status: ( ) Married ( ) Single ( ) Widowed ( ) Divorced

Number of Children: ( ) 0 ( ) 1-3 ( ) 4-over

Race: ( ) Black ( ) Caucasian ( ) Oriental ( ) Spanish ( ) Other

Family Income: ( ) 0-4,000 ( ) 4,000-8,000 ( ) 8,000-over

B-2

__ Check if need is being met in class	Urgent Need	Circle One			No Need
Find and interpret information:					
__ Follow directions as seen on labels and signs in everyday life.	1	2	3	4	5
__ Use reference materials and sources to obtain information, such as parts of a book or newspaper, maps, graphs, directions.	1	2	3	4	5
Upgrade basic reading:					
__ Improve basic skills such as main idea and details.	1	2	3	4	5
__ Analyze fact-opinion, purpose, and affect on reader like persuasive devices in advertising.	1	2	3	4	5
Solve math problems:					
__ Understand basic facts to solve math problems that relate to real-life situations.	1	2	3	4	5
__ Solve problems involving measure of length, area, and volume.	1	2	3	4	5
Use money wisely:					
__ Understand money management, budget, saving, and credit.	1	2	3	4	5
__ Solve business and consumer problems in everyday life.	1	2	3	4	5
Understand and use the metric system:					
__ Understand basis for metric system, its advantages, and why we are changing.	1	2	3	4	5
__ Become familiar with new terms for measure of length mass, volume, and temperature, comprehend size, and practice using.	1	2	3	4	5

B-3

__ Check if need is being met in class	Urgent Need (Circle One)				No Need
Understand communication skills to communicate with others:					
__ Understand and practice language skills. __ __ __	1	2	3	4	5
__ Improve letter writing skills. __ __ __ __ __	1	2	3	4	5
Information on job preparation and careers:					
__ Understand and practice business correspondence, resumes, and simple contracts. __	1	2	3	4	5
__ Understand and use applications and practice interviews. __ __	1	2	3	4	5
__ Receive Career Information. __ __ __ __ __	1	2	3	4	5
Understand government education:					
__ Understand process of democratic system of making, enforcing, and interpreting laws. __	1	2	3	4	5
__ Understand rights and responsibilities of citizen. __	1	2	3	4	5
Understand economics:					
__ Understand factors related to goods and services and private business functions. __	1	2	3	4	5
__ Understand rights and responsibilities of consumers. __	1	2	3	4	5
Become aware of community resources:					
__ Become aware of resources available to solve personal problems such as family life and health. __	1	2	3	4	5
Improve interpersonal skills:					
__ Understand how to participate in groups and in the community. __	1	2	3	4	5
__ Other. _____	1	2	3	4	5

B-4

APPENDIX C

NEEDS SURVEY SCRIPT

NEEDS SURVEY SCRIPT

Explain the purpose of the survey to the students: to find out more about their needs to make sure we offer the appropriate materials and help.

Page 1 - Center - The student name is not necessary. If anyone wishes to write his own name, we will know more specifically what he needs.

Read through the entire form with them, helping them check appropriate boxes.

Page 1 - Education - One could mark the number of years and trade or vocational school.

Page 2 - Show sample (on chalkboard) of the rating scale of 1-5 (1 for urgent need and 5 for no need). After describing the item, have students rate their need for it by checking the appropriate box. Check the space in front if it is being covered in class now. If they change their mind, they can make an X over the error and circle the choice they want.

Description - Page 2:

Follow directions - to assemble something, to follow instructions on medicine bottles, or to follow recipes to cook.
Use reference materials - how to find a book or its contents, how to use a newspaper, how to read a map or graph.

Solve math problems:
Basic facts - whole numbers, fractions, decimals, and percents as related to everyday problems in shopping, etc.
Measure length and area - to figure material for curtains or linoleum or to measure to build a shelf.

Use money:

Consumer problems - like comparison shopping to find the best buys.

Metric system:

Understand - which may be needed since we are being given time to learn these terms before they are adopted.
Terms and measure - example: to learn how big a centimeter is, when we will use it, and get practice using it.

Page 3 - Remind students to rate in the same manner and check space in front if they are presently working on the item in class.

Job preparation:

Career information - occupations available, descriptions, and requirements.

Understand economics:

Goods and services - whole process of demand, making product, delivering, and selling.
Rights - to understand when you are being taken and what you can do about it.

Community resources: visits from community resource persons or material from them to relate to teenagers, learn first-aid, help with drug problems, help with budget and credit, etc.

Improve interpersonal skills:

How to participate - practice talking with others and working in groups.
Other - write in anything left out.

APPENDIX D

SURVEY FORM SUMMARY

SURVEY FORM SUMMARY

A typical marked survey form is shown on pages D-2 through D-4. All the survey forms are summarized in tabular form on pages D-5 through D-10. The marked survey form is the first line of data listed in the summary of research data. One hundred eighty-nine surveys are tabulated.

In tabulating the characteristics of the variables various letters or numbers have been selected. These are shown on the sample survey form, typed in the upper right hand corner of each box on page D-2. The objectives are numbered as shown on the right hand margin of pages D-3 and D-4. In tabulating the need level the actual numbers checked on the survey form were used. A dash is shown for all objectives which are presently being worked.

On most survey forms the following areas were left blank: type of employment, whether they would like to change employment or not, and a write-in answer to objective K2. This is the source of the blank spaces noted on the summary.

It was decided to omit type of employment as a variable in this study because only two were alike. This provided an excellent cross section of students.

No other needs were identified in the blank space provided for that purpose.

Center Ford Date 12-7-77

Age: (AGE) ✓1 16-25; 2 26-35; 3 36-50; 4 51-over

Sex: (SEX) m Male; ✓f Female

Education: (EDU) 1 0-6 yr; 2 6-9 yr; ✓3 9-over; t Trade School; v Vocational School

Employed: (EMP) y yes; ✓n no

Retired: r

Housewife: h

Type of Employment: (TYP) _____

Would like different job: (CHA) y yes; n no

Marital Status: (MAR) 1 Married; ✓2 Single; 3 Widowed; 4 Divorced

Number of Children: (CHL) 1 0; ✓2 1-3; 3 4-over

Race: (RAC) ✓1 Black; 2 Caucasian; 3 Oriental; 4 Spanish; 5 Other

Family Income: (INC) 1 0-4,000; 2 4,000-8,000; 3 8,000-over

D-3

__ Check if need is being met in class	Circle One: Urgent Need				No Need	
Find and interpret information:						
__ Follow directions as seen on labels and signs in everyday life. __	1	2	3	4	(5)	A1
✓ Use reference materials and sources to obtain information, such as parts of a book or newspaper, maps, graphs, directions.	(1)	2	3	4	5	A2
Upgrade basic reading:						
✓ Improve basic skills such as main idea and details.	(1)	2	3	4	5	B1
__ Analyze fact-opinion, purpose, and affect on reader like persuasive devices in advertising.	1	2	(3)	4	5	B2
Solve math problems:						
✓ Understand basic facts to solve math problems that relate to real-life situations.	(1)	2	3	4	5	C1
✓ Solve problems involving measure of length, area, and volume.	(1)	2	3	4	5	C2
Use money wisely:						
__ Understand money management, budget, saving, __ __ and credit.	(1)	2	3	4	5	D1
__ Solve business and consumer problems in everyday life __	(1)	2	3	4	5	D2
Understand and use the metric system:						
✓ Understand basis for metric system, its advantages, and why we are changing.	1	(2)	3	4	5	E1
✓ Become familiar with new terms for measure of length mass, volume, and temperature, comprehend size, and practice using.	1	(2)	3	4	5	E2

__ Check if need is being met in class	Urgent Need		Circle One		No Need	
Understand communication skills to communicate with others:						
✓ Understand and practice language skills. __ __ __	(1)	2	3	4	5	F1
__ Improve letter writing skills. __ __ __ __ __	(1)	2	3	4	5	F2
Information on job preparation and careers:						
✓ Understand and practice business correspondence, resumes, and simple contracts. __	(1)	2	3	4	5	G1
✓ Understand and use applications and practice interviews. __ __	(1)	2	3	4	5	G2
__ Receive Career Information. __ __ __ __ __	(1)	2	3	4	5	G3
Understand government education:						
__ Understand process of democratic system of making, enforcing, and interpreting laws. __	1	(2)	3	4	5	H1
__ Understand rights and responsibilities of citizen. __	(1)	2	3	4	5	H2
Understand economics:						
__ Understand factors related to goods and services and private business functions. __	(1)	2	3	4	5	I1
__ Understand rights and responsibilities of consumers. __	1	(2)	3	4	5	I2
Become aware of community resources:						
__ Become aware of resources available to solve personal problems such as family life and health. __	(1)	2	3	4	5	J
Improve interpersonal skills:						
__ Understand how to participate in groups and in the community. __	(1)	2	3	4	5	K1
__ Other. _____	1	2	3	4	5	K2

D-5

DEPENDENT VARIABLE KEY

A1 - Follow directions as seen on labels and signs.

A2 - Use reference materials and sources to obtain information.

B1 - Improve basic skills such as main idea and details.

B2 - Analyze fact-opinion, purpose, and affect on reader.

C1 - Understand basic facts to solve math problems.

C2 - Solve problems involving measure of length, area, and volume.

D1 - Understand money management, budget, saving, and credit.

D2 - Solve business and consumer problems in everyday life.

E1 - Understand basis for metric system.

E2 - Become familiar with metric terms.

F1 - Understand and practice language skills.

F2 - Improve letter writing skills.

G1 - Understand and practice business correspondence.

G2 - Understand and use applications and practice interviews.

H1 - Understand process of democratic system.

H2 - Understand rights and responsibilities.

I1 - Understand factors related to goods and services.

I2 - Understand rights and responsibilities of consumers.

J - Become aware of resources available to solve personal problems.

K1 - Understand how to participate in groups and in the community.

APPENDIX E

DISTRIBUTION OF VARIABLE CHARACTERISTICS

DISTRIBUTION OF VARIABLE CHARACTERISTICS

The distribution of the variable characteristics for all eight variables namely: Age, Sex, Education, Employment, Marital Status, Parenthood, Race, and Income are calculated in a similar manner. The results of these calculations are plotted on Figures 1 through 8 as percents in pie chart form.

The characteristic percentage calculations for the variable age are presented below as an example.

	AGE			
	16-25	26-35	36-50	50+
Reference	1	2	3	4
Page D-5	17	9	4	3
Page D-6	17	5	4	5
Page D-7	16	5	7	4
Page D-8	22	10	1	0
Page D-9	17	8	3	2
Page D-10	22	4	3	1
TOTAL	111	41	22	15

Total number of survey forms 189
(Reference Appendix D)

Percentage Age 16 - 25, $\frac{111}{189} \times 100 = 59\%$

Percentage Age 26 - 35, $\frac{41}{189} \times 100 = 22\%$

Percentage Age 36 - 50, $\frac{22}{189} \times 100 = 12\%$

Percentage Age 50 +, $\frac{15}{189} \times 100 = 7\%$

APPENDIX F

TABULATION OF NEEDS

TABULATION OF NEEDS

Twenty-one objectives were specified on the survey form shown in Appendix B. Some students were studying toward each one of these. The analysis and results are presented in two parts as follows:

1. Percent of the students presently working on the survey objectives.
2. Percent of the students working on the objectives that felt a high need, a low need, or were undeclared.

Example calculations for the first five objectives are presented in the following two Tables F-1 and F-2.

TABLE F-1

STUDENTS WORKING ON THE OBJECTIVES

Ref. Page	OBJECTIVES BEING WORKED				
	A_1	A_2	B_1	B_2	C_1
D-5	9	23	28	2	26
D-6	9	8	22	11	15
D-7	10	10	20	10	27
D-8	8	8	18	8	22
D-9	7	11	21	13	25
D-10	5	2	13	11	21
Total	48	62	122	55	136
Percent	25.4	32.8	64.6	29.1	72.0

Total number of survey forms 189
(Reference Appendix D)

Calculation of percent of students working on Objective A_1

$$\text{Percent} = \frac{48}{189} \times 100 = 25.4$$

The percentages for all 21 objectives are plotted in bar chart form on Chart 2 in the main body of this report.

TABLE F-2

LEVEL OF NEED**

FOR

STUDENTS WORKING ON THE OBJECTIVES

Ref. Page	OBJECTIVES														
	A_1			A_2			B_1			B_2			C_1		
	H	L	U	H	L	U	H	L	U	H	L	U	H	L	U
D-5	3	5	1	14	4	5	20	3	5	2	0	0	22	2	2
D-6	2	6	1	5	0	3	11	0	11	4	3	4	10	2	3
D-7	6	3	1	4	4	2	15	2	3	7	1	2	22	2	3
D-8	8	0	0	8	0	0	11	6	1	7	1	0	18	3	1
D-9	1	4	2	3	5	3	13	4	4	6	5	2	12	7	6
D-10	5	0	0	1	1	0	11	0	2	10	0	1	20	1	0
Sub.	25	18	5	35	14	13	81	15	26	36	10	9	104	17	15
Total	48			62			122			55			136		
%	52	38	10	56	23	21	66	13	21	65	19	16	76	13	11

**

H - High need - Includes 1- and 2- ratings from the survey form.

L - Low need - Includes 4- and 5- ratings from the survey form.

U - Undeclared - Includes only 3- ratings from the survey form.

Sub. = Total of the column

Total = The sum of the 3 Sub.s for each objective

$\% = \frac{\text{Sub.}}{\text{Total}} \quad 100 = \frac{25}{48} \times 100 = 52\%$ (Objective A_1 - High need)

All the objectives were calculated in this manner and the data is plotted on the multiple bar chart, (Chart 3).

APPENDIX G

FELT NEED PRIORITY CALCULATIONS

FELT NEED PRIORITY CALCULATIONS

The average "Felt Need" of the survey objectives was calculated to show the variation of the felt need with the characteristics of each variable. Data was evaluated for the following cases:

Overall average felt need

Felt need variation with age

Felt need variation with sex

Felt need variation with education

Felt need variation with employment

Felt need variation with marital status

Felt need variation with parenthood

Felt need variation with race

Felt need variation with income

In all cases the general method of calculation was the same. The sum of the felt need rating for each characteristic for all objectives was divided by the total number of survey forms with the particular characteristic. The final average was then rounded to the nearest one tenth of a percent. For the overall average need the total of the felt need ratings for each objective was divided by 189.

The following tables are an example of the characteristics of the variable age. Calculations will be shown for only the first five objectives. Of course, the remaining objectives were handled in exactly the same manner.

TABLE G-1

AGE 16 - 25 *

Ref. Page	Total No.	Objective				
		A_1	A_2	B_1	B_2	C_1
D-5	17	68	46	39	69	38
D-6	17	75	42	45	40	46
D-7	16	59	63	40	41	28
D-8	22	78	66	51	54	52
D-9	17	73	62	53	61	46
D-10	22	54	57	58	56	43
Total	111	407	336	286	321	253
Average Felt Need		3.7	3.0	2.6	2.9	2.3

* Age 16-25 is represented by a number "1" in the age column on the survey summary (Appendix D). The numbers shown in the table are the sum of the felt need rating for each objective for age group "1".

Average felt need A_1 (age group 1) $= \frac{407}{111} = 3.7$

TABLE G-2

AGE 26 - 35 (No. 2 on the summary)

Ref. Page	Total No.	Objective				
		A_1	A_2	B_1	B_2	C_1
D-5	9	37	18	15	43	11
D-6	9	14	15	12	21	13
D-7	5	17	12	9	9	9
D-8	10	25	25	16	22	14
D-9	8	37	25	20	27	24
D-10	4	18	13	13	13	5
Total	41	148	108	85	135	76
Average Felt Need		3.6	2.6	2.1	3.3	1.9

TABLE G-3

AGE 36 - 50 (No. 3 on the summary)

Ref. Page	Total No.	Objective				
		A_1	A_2	B_1	B_2	C_1
D-5	4	20	4	5	13	4
D-6	4	17	11	8	12	15
D-7	7	23	16	18	19	16
D-8	1	5	5	5	5	1
D-9	3	15	12	9	11	11
D-10	3	11	13	6	6	5
Total	22	91	61	51	66	52
Average Felt Need		4.1	2.8	2.3	3.0	2.4

TABLE G-4

AGE 50+ (No. 4 on the summary)

Ref. Page	Total No.	Objective				
		A_1	A_2	B_1	B_2	C_1
D-5	3	11	11	9	11	10
D-6	5	17	10	7	11	10
D-7	4	13	11	9	13	9
D-8	0	0	0	0	0	0
D-9	2	2	3	3	5	4
D-10	1	1	2	1	3	4
Total	15	44	37	29	43	37
Average Felt Need		2.9	2.5	1.9	2.9	2.5

TABLE G-5

SUMMARY OF AVERAGE FELT NEED
FOR THE VARIABLE AGE

	16-25	26-35	36-50	50+
	Table G-1	Table G-2	Table G-3	Table G-4
A_1	3.7	3.6	4.1	2.9
A_2	3.0	2.6	2.8	2.5
B_1	2.6	2.1	2.3	1.9
B_2	2.9	3.3	3.0	2.9
C_1	2.3	1.9	2.4	2.5

These averages are then plotted on the multiple bar chart, Chart 4.

The average felt need for the remaining variables was calculated in a similar manner. Charted data is presented in the main body of this report.

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